

Alexander Elementary

1601 W. Bramlett Road
Greenville, SC 29611

Grades	K-5 Elementary School	
Enrollment	287 Students	
Principal	M. Gamble Hall	864-355-1000
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	37	54	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Excellent	N/A
2003	Average	Average	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Below Average	Yes

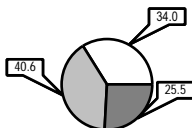
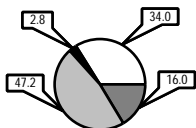
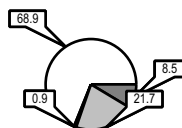
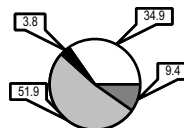
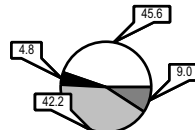
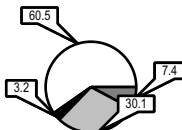
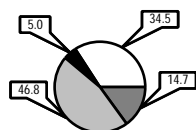
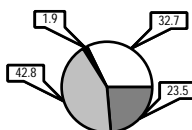
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	121	97.5	32.0	41.7	26.2	0.0	36.9	Yes	Yes
Gender									
Male	66	98.5	42.1	26.3	31.6	0.0	40.4		
Female	55	96.4	19.6	60.9	19.6	0.0	32.6		
Racial/Ethnic Group									
White	37	97.3	25.8	45.2	29.0	0.0	38.7	I/S	I/S
African American	62	98.4	38.2	36.4	25.5	0.0	36.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	22	95.5	23.5	52.9	23.5	0.0	35.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	88	98.9	17.1	50.0	32.9	0.0	46.1		
Disabled	33	93.9	74.1	18.5	7.4	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	121	97.5	32.0	41.7	26.2	0.0	36.9		
English Proficiency									
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	109	98.2	31.9	39.4	28.7	0.0	38.3		
Socio-Economic Status									
Subsidized meals	114	97.4	32.7	41.8	25.5	0.0	36.7	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	121	100.0	34.0	47.2	16.0	2.8	34.0	Yes	Yes
Gender									
Male	66	100.0	37.9	36.2	20.7	5.2	43.1		
Female	55	100.0	29.2	60.4	10.4	0.0	22.9		
Racial/Ethnic Group									
White	37	100.0	31.3	43.8	21.9	3.1	40.6	I/S	I/S
African American	62	100.0	33.9	50.0	12.5	3.6	32.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	22	100.0	38.9	44.4	16.7	0.0	27.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	88	100.0	24.7	51.9	20.8	2.6	41.6		
Disabled	33	100.0	58.6	34.5	3.4	3.4	13.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	121	100.0	34.0	47.2	16.0	2.8	34.0		
English Proficiency									
Limited English Proficient	12	100.0	50.0	40.0	10.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	109	100.0	32.3	47.9	16.7	3.1	34.4		
Socio-Economic Status									
Subsidized meals	114	100.0	34.7	47.5	14.9	3.0	32.7	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	121	99.2	68.6	21.9	8.6	1.0	9.5
Gender							
Male	66	100.0	63.8	20.7	13.8	1.7	15.5
Female	55	98.2	74.5	23.4	2.1	0.0	2.1
Racial/Ethnic Group							
White	37	100.0	46.9	31.3	18.8	3.1	21.9
African American	62	100.0	78.6	17.9	3.6	0.0	3.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	22	95.5	76.5	17.6	5.9	0.0	5.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	88	98.9	61.8	25.0	11.8	1.3	13.2
Disabled	33	100.0	86.2	13.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	121	99.2	68.6	21.9	8.6	1.0	9.5
English Proficiency							
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	109	100.0	67.7	21.9	9.4	1.0	10.4
Socio-Economic Status							
Subsidized meals	114	99.1	71.0	20.0	9.0	0.0	9.0
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	121	99.2	34.3	52.4	9.5	3.8	13.3
Gender							
Male	66	100.0	34.5	46.6	13.8	5.2	19.0
Female	55	98.2	34.0	59.6	4.3	2.1	6.4
Racial/Ethnic Group							
White	37	100.0	28.1	46.9	18.8	6.3	25.0
African American	62	100.0	39.3	53.6	3.6	3.6	7.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	22	95.5	29.4	58.8	11.8	0.0	11.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	88	98.9	23.7	57.9	13.2	5.3	18.4
Disabled	33	100.0	62.1	37.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	121	99.2	34.3	52.4	9.5	3.8	13.3
English Proficiency							
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	109	100.0	33.3	53.1	9.4	4.2	13.5
Socio-Economic Status							
Subsidized meals	114	99.1	36.0	53.0	8.0	3.0	11.0
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	54	100.0	38.5	26.9	32.7	1.9	34.6
	4	55	98.2	34.0	42.6	23.4	N/A	23.4
	5	62	98.4	42.9	55.4	1.8	N/A	1.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	37	97.3	26.7	26.7	46.7	0.0	46.7
	4	39	97.4	42.4	45.5	12.1	0.0	12.1
	5	45	97.8	27.5	50.0	22.5	0.0	22.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	54	100.0	30.8	46.2	19.2	3.8	23.1
	4	55	100.0	35.4	27.1	27.1	10.4	37.5
	5	62	100.0	35.7	46.4	16.1	1.8	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	37	100.0	22.6	64.5	12.9	0.0	12.9
	4	39	100.0	47.1	35.3	14.7	2.9	17.6
	5	45	100.0	31.7	43.9	19.5	4.9	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	37	97.3	70.0	20.0	10.0	0.0	10.0
	4	39	100.0	64.7	26.5	8.8	0.0	8.8
	5	45	100.0	70.7	19.5	7.3	2.4	9.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	37	97.3	26.7	56.7	10.0	6.7	16.7
	4	39	100.0	29.4	61.8	8.8	0.0	8.8
	5	45	100.0	43.9	41.5	9.8	4.9	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 287)				
First graders who attended full-day kindergarten	97.9%	Down from 100.0%	100.0%	100.0%
Retention rate	6.3%	Down from 7.2%	3.9%	3.0%
Attendance rate	95.9%	Down from 96.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%	Down from 7.1%	6.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%	Up from 6.4%	5.8%	3.2%
Eligible for gifted and talented	6.1%	Down from 6.9%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.5%	Up from 12.2%	7.9%	8.2%
Older than usual for grade	2.1%	Down from 3.3%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.2%	Up from 0.6%	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	25.9%	Down from 27.6%	50.0%	52.6%
Continuing contract teachers	66.7%	Down from 75.9%	77.4%	83.3%
Highly qualified teachers	100.0%	No change	91.7%	93.5%
Teachers with emergency or provisional certificates	4.8%	Up from 0.0%	3.1%	0.0%
Teachers returning from previous year	82.9%	Down from 85.2%	83.0%	87.0%
Teacher attendance rate	94.2%	Down from 95.8%	94.9%	95.0%
Average teacher salary	\$39,294	Up 3.9%	\$40,300	\$41,703
Prof. development days/teacher	12.5 days	Up from 11.2 days	14.4 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	12.3 to 1	Down from 14.4 to 1	16.3 to 1	18.8 to 1
Prime instructional time	88.9%	Down from 91.1%	88.8%	89.8%
Dollars spent per pupil*	\$7,829	Up 0.2%	\$7,491	\$6,242
Percent of expenditures for teacher salaries*	66.7%	Up from 66.2%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	79.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Alexander Elementary School is making progress in our efforts to achieve excellence as we expect every student to adhere to our motto: "Reading, writing, and doing math well." We are steadily forging ahead by firmly following our guiding principle, "We develop great minds here." We stress academics. All students are expected to do their class work and homework daily. Teachers address each child's learning style. Weekly computer labs for all classes enhance curriculum. Our Computer Camp for kindergartners and our Take-Home Computer Program (assisted by tutors) give students technological opportunities. Additionally, our after-school program stresses academic performance. Our Beta Club and Honor Roll continue to grow each year. Students and teachers are held to high expectations. Goal setting by both is a priority each year. As a result of these efforts, test scores have risen consistently.

In addition to academics, our extracurricular activities promote well-roundedness. For instance, the Alexander Eagle Strings Orchestra performs at various school and local community functions. They had ratings of excellent in many of their competitions. The Eagle Drill team meets weekly and those students have marched in the Greenville Armed Services Day Parade for the past two years. Students in grades four and five are given a summer treat at Camp Bob sponsored by one of our business partners. Students look forward to a fifth grade celebration as well as an overnight field trip which includes a tour of a college or university.

Challenging academics and extracurricular activities enable all students to "Soar High."

M. Gamble Hall, Principal
Donna R. Smith, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	38	20
Percent satisfied with learning environment	100.0%	92.1%	95.0%
Percent satisfied with social and physical environment	92.6%	76.3%	89.5%
Percent satisfied with school-home relations	59.3%	86.8%	78.9%

*Only students at the highest elementary school grade level at this school and their parents were included.